



AMERICAN JOURNAL OF EDUCATION AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXIV.

ST. LOUIS, MO., NOVEMBER 9, 1891

NO. 11.

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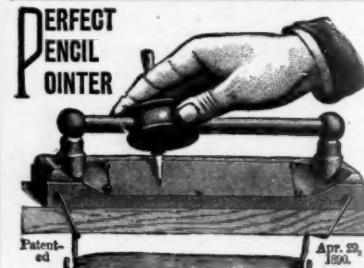
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THE next meeting of the Department of Superintendence will be held in Brooklyn, N. Y., February 16, 17, 18, 1892. This early announcement is made in order that those having the charge of other educational meetings may avoid selecting the same dates.

HENRY SABIN,
President Dep't. of Superintendence.

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OUR teachers need to be inoculated with the ardor of progress.

THE power this teacher has to throw out light is wonderful and it gives the people power.



And National Educator.

St. Louis, Mo. November 9, 1891.

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JERIAH BONHAM.....Associate Editor.

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MISSOURI will share very largely in this more than \$2,000,000,000 of added wealth to the country this year.

The schools, and the teachers too, of this State ought to realize some substantial benefit from this immense circulation of money among the people.

LET the teachers, the "informing power of the people," and the journals of education, too, get above the paste-pot and scissors idea of education—rise above the mere *details* of the school room into a breadth and culture broad enough to comprehend the structure of society and of government, and train their pupils for these ends, rather than for the repeating of "parrot lessons."

Yes, the teachers must more and more become, in the alliance meetings, in the reading circle, in the school room and out of it, the "informing power of the people."

FROM the report of the Bureau of Labor Statistics just published, we learn that the eight leading daily newspapers of St. Louis employ 711 men and 13 women; the thirty best job offices 1,339 men and 549 women; the type foundries 136 men and 38 women. This, without enumerating the employees of the various weekly newspapers of the city, makes a total of 2,786 persons.

DON'T let any thing pass for prosperity because it grows—it must grow right—grow into the ideal and the spiritual before it is prosperous.

NOTHING is quite measured or closed in this world.

THE St. Louis *Stationer* makes the following timely suggestions in regard to better facilities needed in the post-office department of the great Southwest:

Considerable hardship is inflicted on the country merchants living where no banks exist. We recently received a remittance from Valley Springs, Ark., of \$3.00, which cost the customer twelve cents in stamps. If the government want to do the country at large a service they should devise some means of relieving the people of such unnecessary burdens. The entire post-office system for the Southwest requires reconstruction, and the facilities of fifty years ago will no longer meet the requirements of the present."

With a surplus of \$5,000,000 over the expenses of running the Post-office Department, and with added wealth to the whole country this year of over \$2,000,000,000, we can afford free delivery and prompt delivery, and every other needed facility to the people for quick, cheap, all-informing universal education.

The *Stationer* is right in its demands. Let the people every where second this movement.

PRINCETON College rejoices in the following gifts this year that are made public:

From Professor Henry F. Osborn for a new athletic club house.

A gift of \$250,000, from Mrs. Charles B. Alexander, of New York City, for the construction of a new alumni hall.

A gift of \$10,000—\$5,000 from a gentleman in New York and \$5,000 from the class of 1876—for the construction of a hospital to be named in honor of the wife of Princeton's ex-president, Mrs. Isabella McCosh.

\$10,000 gift of an unknown lady, for scholarships.

\$10,000 to be used as an endowment fund for lectures on general subjects, and \$100,000 which comes to Princeton College from the Fayerweather estate.

The total value of the munificent gifts to Princeton College for the year made public amounts to \$380,000.

INTELLIGENCE baffles the weak.

THIS is sound doctrine from *The Central Christian Advocate*, of St. Louis: "Popular education is not to be advanced by giving a new lease of life to an institution which has blunted the moral sensibilities of the people, corrupted the officers of the State, bribed the press and largely destroyed public spirit."

TEN noted criminals have escaped from the St. Louis jail, which is said to be one of the strongest prisons in the country. The guards have recently been changed, "for political reasons," and the *incompetency* of the new guards has made the escape possible.

We pay largely for incompetency in all directions. A little more paid for careful training in our common schools would prevent so much waste by incompetency.

THIS, too, shows well with our more than \$2,000,000,000 surplus: "The McCormick harvester machine company say that their entire output, 120,000 machines for 1891, the largest in their history, has been exhausted long since."

THINK of it. It requires sixty-seven cords of poplar wood to make enough paper for an edition of 150,000 copies of the *Philadelphia Record*, or seventeen tons of printing paper. In twenty-two hours from the time of felling the tree it has been turned into printed papers.

THE *Philadelphia Press* also used twenty-six tons of paper for a recent edition. This would make a strip the width of a newspaper page, 18 inches, nearly 300 miles in length.

THE postal card works at Shelton, Conn., are busily engaged in turning out the new "ladies' correspondence card." They are of pearl gray card board. Twenty-five millions will be printed of the first edition.

THE Board of Education of the City of New York appropriates \$198,500 for school supplies, in the way of maps, globes, blackboards, etc.

THANKS, but we shall go on—perhaps you cannot recognize in these teachers anything angelic—please do not blame us for your short sight and narrow view. We regret you do not see larger and further. What to us seems light may be an excess to you. We cannot narrow our horizon to suit your limitations.

THIS enlargement of a mind by the inbreaking of more light, giving power to the people, comes very near being great even if it is done by a young teacher. So the light comes, that is the great thing, we will not stop to quarrel about its source.

EVERY blindness desirous of the day shall be healed.

ALL servants of the good, in quest of the true, shall find it.

YES, we are called into light and liberty and power. Ignorance is darkness, slavery, weakness. We work for and prefer the former.

SUCH a reach, this teaching has, on into the infinite. Who can quite measure it? What marvelous expansions these moral and intellectual uplifts give us. We can give no adequate transcript of such hours or of the love we have for those who lead us up to these divine heights.

THE brand these great teachers put upon the mind remains.

FROM the intelligence communicated in our common schools proceed rays of probity, truth, justice, self-denial, heroism. All these virtues are constantly insisted upon six hours a day in all well-conducted schools. What a teaching. Who can measure the influence of such a constant drill on 12,000,000 of young minds.

THIS teacher speaks with a double voice—to the present and to the future. He speaks to the school district and to the State.

WHEREVER there is a school, and men and women teach and the children learn, "the eternal is there," and on the far horizon the light of his truth creates an ever-widening space filled with both joy and power. The dreams of intelligent people become doctrines, dictating conduct and law.

WE confess we rather despise this pedantic exactitude of statement. No man can measure the work of the humblest teacher, say nothing of the work of the more than four hundred thousand! We shall not overstate it because we have neither power to conceive or language to express it. Others may cavil and criticize and find fault. We prefer, as far as we are able, to syllable the great things our teachers do.

OUR teachers are to be more and more the informing power of the people. We hope each one of these four hundred thousand teachers will restate this fact often to their pupils and patrons that the crops this year will bring to the people an added wealth amounting to \$2,000,000,000. We are not poor. We are able to increase both the compensation of our teachers and the length of the school term in all the States. Will the teachers become the "informing power" of the people and so help to secure these results?

Omitted Lessons.

BY ANNA C. BRACKETT.

"To the which my duties
Are with most indissoluble tie
Forever knit."—SHAK.

AS soon as a child is old enough to have any distinct idea of the meaning of the word duty, its duties gradually arrange themselves in his mind in three quite clearly defined classes, which may be called for our present purpose, religious, social and arbitrary. He is told, for instance, that he "ought" to be good and gentle, forgiving, generous and truthful, because it will please God to have him so. He is told that in so doing he will grow to be like Him. These requirements stand, therefore, in the mind of a child, as religious, and it is his relation to God which gives them their validity. Second, he is taught that he "ought" to be orderly and patient, regular in his habits and punctual in his performance of duty; not wasteful but economical of his possessions, and that he ought to think beforehand as to what he is to do and not to leave all his preparations to the last minute. He "ought" to do these things because his own work is thereby made more easy and he can accomplish more; also because others are helped thereby, and these duties consequently have in his mind a merely empirical authority. They are highly "expedient," and he finds as he has been assured that he would make life more easy to him if he performs them. They have their authority then in themselves and in the relation he bears to society in general. These two classes of duties he finds obligatory on him wherever he may be and at all seasons; that is to say, space and time seem to have no effect upon them, and they remain always constant. As an example of the third class, which we have called arbitrary for want of a better term, we give the regulations of his school room. He "ought," he is told, to keep silence in study hours, not to talk and not to assist his fellow pupil who happens not to be able to answer the question. He "ought" to rise when the bell strikes and pass in a certain order to a certain recitation. But this class of duties vary with different schools and different teachers, and what is right to-day and here

may be pronounced wrong to-morrow and there. So that their validity seems to the child to consist in the will of a certain person or the authority of a certain school. With this last class of duties, as we find them in the child's mind, I have nothing to do at present. With the first there is no question of their religious nature; but I wish, in speaking of the second, to ask whether the ground on which they stand may not be considerably elevated, and whether the common lessons recited daily in our schools do not furnish abundant and always ready material for such work.

The duties we have enumerated in this class are Punctuality, Regularity, Order, Economy, Forethought and Patience. They are called minor virtues, but in their bearing on the whole character are certainly deserving of a higher name. I will endeavor to show how they may be enforced by the regular recitations, and at the same time placed upon a higher footing. Of course the illustrations must be drawn mainly from the physical sciences, as their objects reflect to us the thought and ways of working of the Creator.

In the botany recitation, for instance, the lesson is on the sap of plants, and while the children are told how the long, still juices start and run in the spring, obeying the upward call of the sunshine, may they not learn as well that God is punctual in his work? They do not find one tree delaying till August and another shooting forth its buds in November, but punctual to the time appointed. The sap flows through winter-stiffened stem and bud, and the marvel of spring comes to us. Or in the geography hour the class have given the boundaries of California, and are telling of the climate. As the teacher explains how the northern tropical cloud belt moves northward and southward with the sun, dragged as far south as California, when the sun goes on its yearly trip to the southern tropic, is there no lesson of punctuality to be enforced here from the example of the great Father? Punctual to its appointed time the current sets in or out of the Red Sea; punctual to its season

"The mild southwest monsoon has risen
On broad grey wings of gloom,"

ever since the morning stars sang when the great southern peninsulas of India appeared dry out of the ocean, and the northeast monsoon has come in its time to bring back the sunlight and fair weather. Cannot the hour in geography be made to teach something more, even to the youngest children, than locations and number of inhabitants? Astronomy in other years will enforce the lesson, as by the unbending science of mathematics it announces not only the eclipses of the sun and moon, but the visits of comets and meteors that never fail punctually to keep their appointments.

An Ovation.

"He enchanteth societies unto him,
All men's hearts are his."

SHAK.

THE Writers' Club night, at Exposition, Saturday, October 10, was an unqualified success. The large hall was filled to repletion, every seat was occupied, and fully 5,000 people were present. Members of the Club, mostly ladies, occupied private boxes, and presented an interesting picture of intellectuality and beauty. Most of the ladies were in full dress, having floral decorations presented by the president of the Club.

After Gilmore's first concert, at 8:30 p. m., Professor William J. Bryan opened the proceedings in a pertinent and felicitous address, setting forth the wishes and objects of the St. Louis Writers' Club, concluding by introducing the first speaker of the evening, Wm. Richard Ennis, editor of the St. Louis *Stationer*, and a member of the Club.

WM. RICHARD ENNIS' ADDRESS.

His appearance was the signal for tumultuous applause, which continued at intervals while the gentleman held the stage. He was quite up to the requirements of the occasion, and added additional laurels to his fame as an effective and enterprising platform speaker. With his fine voice and clear enunciation the audience in the extreme portion of the hall had no difficulty in catching every word he uttered. After some moments for the applause to subside, Mr. Ennis spoke as follows:

"Some men are born great,
Some achieve greatness,
And some have greatness thrust upon them."

In being selected by the St. Louis Writers' Club to voice their thanks for the attendance of this vast assemblage, to the latter class I belong this evening. [Applause.] I am deeply sensible of the honor. If the members of the Club could speak they would join me in bidding you

"TEN THOUSAND WELCOMES."

[Applause.] They would now say that St. Louis was giving the grandest illumination ever before witnessed on earth. You are participating to-night in the most successful exposition ever given in this or any other country. You have listened to music from the imperial band of the world, led by P. S. Gilmore, the greatest of living bandmasters. During the week the people in St. Louis have had the privilege of visiting the greatest fair that has ever been seen on the continent. [Applause.]

They would say that the managers of the exposition, directors and promoters of the fall festivities, and the president and directors of the fair grounds, are entitled to the lasting thanks and gratitude of the people of the entire country, for the grand series of entertainments they have provided. [Applause.] Above all things else, the members of the Writers' Club would say that never before has there been assembled in this great music hall a more brilliant and highly representative audience. [Applause.]

As a citizen I wish to say that we have in St. Louis the greatest morning

and evening newspapers in the world, one of them paying more money for telegraphic news than any other newspaper in the country.

But we have in the Writers Club of St. Louis many authors of international reputation, and some of the most gifted lady writers in the country. [Applause.] That we have in North America 19,573 periodical publications, printing 71,685,000 newspapers daily; that the vast body of brain workers engaged on these publications and the Writers' Club of St. Louis are in favor of making the next World's Columbia Fair and Exhibition, in Chicago, a most unqualified success. [Applause.] That the Writers' Club and the citizens of St. Louis believe in universal brotherhood.

Helping one another,
Doing good when e'er we can,
Who withholds the hand of kindness
Ne'er deserves the name of man;
Though rough may be the weather,
And the sky be overcast,
If we only pull together
We may brave the storm at last.

[Tumultuous applause.]

The chairman next introduced J. B. Merwin, editor of the *American Journal of Education* who delivered a short and eloquent address, giving the number of the Writers' Club as sixty, and referring particularly to its aims and objects. Mr. L. C. Freeman next gave the murder scene from *Macbeth*. This was followed with a recitation, "Phan-dig Croohore," by Mr. Frederick M. Crunden, an original poem, "Lookout Mountain," by Francis E. Cook, also a pantomime by twelve little girls, under the direction of Mrs. Mary Hogan Ludlum. Mr. G. Miles sang with good effect Alfred G. Robyn's song, "You," accompanied by the author. The members of the Writers' Club are to be congratulated on the success of the entertainment, and it is to be hoped that during the approaching winter season they will have other "literary evenings" with the public.

Can We Do This.

"He's a spirit of persuasion."

—SHAK.

EMERSON said: "We must not rest in the use of *slender accomplishments*,—of faculties to do this and that otherfeat; but we must pay our vows to the highest power, and pass, if it be possible, by assiduous love and watching, into the visions of absolute truth. The growth of the intellect is strictly analogous in all individuals. It is *larger reception* of a common soul.

Able men, in general, have good dispositions, and a respect for justice; because an able man is nothing else than a good, free, vascular organization, whereinto the universal spirit freely flows; so that his fund of justice is not only vast, but infinite. All men, in the abstract, are just and good; what hinders them, in the particular, is, the momentary predominance of the finite and individual over the general truth. The condition of our incarnation in a private self, seems

to be a perpetual tendency to prefer the private law, to obey the private impulse, to the exclusion of the law of universal being.

The great man is great by means of the predominance of the universal nature; he has only to open his mouth, and it speaks; he has only to be forced to act, and it acts. All men catch the word, or embrace the deed, with the heart, for it is *verily theirs* as much as his; but in them this disease of an excess of organization cheats them of equal issue. Nothing is more simple than greatness; indeed, to be simple is to be great.

All vision, all genius, comes by renouncing the two officious activity of the understanding, and giving leave and amplest privilege to the spontaneous sentiment. Out of this must all that is alive and genial in thought go. Men grind and grind in the mill of truism, and nothing comes out but what was put in. But the moment they desert the tradition, and speak a spontaneous thought, instantly poetry, wit, hope, virtue, learning, adedote, all flock to their aid.

Observe the phenomenon of extempore debate. A man of cultivated mind, but reserved habits, sitting silent, admires the miracle of free, impassioned, picturesque speech, in the man addressing an assembly;—a state of being and power, how unlike his own! Presently his own emotion rises to his lips, and overflows his speech. He must also arise and say somewhat. Once embarked, once having overcome the novelty of the situation, he finds it just as easy and natural to speak,—to speak with thoughts, with pictures, with rhythmical balance of sentences,—as it was to sit silent; for it needs not to do, but to suffer; he only adjusts himself to the free spirit which gladly utters itself through him; and motion is as easy as rest.

Are You Ready?

"The books * * * * *
That show, contain and nourish all the world."

—SHAK.

S STATE Superintendent, Hon. L. E.

Wolfe, sends out the following

EARNEST APPEAL

for good books for the more than 800,000 children of school age in Missouri. Nov. 27 is the day named. Can we not all get ready for this so as to insure a splendid success? State Supt. Wolfe says:

"I fondly look forward to the time when a majority of the country schools of Missouri will have at least a small library of choice books suited for the pupils of the first, second, third, fourth and fifth readers, respectively. Probably not one in forty of the school districts of the State has a library of any kind. Of those having a library, probably not one in five has a library of choice books suited to the capacity of the pupils of the respective grades. If you will examine the school libraries and also the books found in the homes, you will find that the most of them are suited to grown folks. These libraries, as a rule, are composed of religious debates, difficult works on history, and a large per cent. of rub-

bish—patent office reports, etc. In the building of these libraries very little attention has been given to securing books suited to the children. I suppose it was thought that if these children were not grown they ought to be, and could be if they lived long enough and were well fed.

But why should the more than 800,000 children of school age in Missouri have access to good books? Have not they open eyes and ears to all the occurrences around them? Can not they read nature? Suppose they do not have access to books, have they not access to nature and man? Yes, but access to what nature? the little patch of earth called the neighborhood—to Mr. Jones' and Mr. Smith's farms; to Turtle Creek; to a stretch of prairie; to a few hills hardly to be dignified with the name. In good juvenile books this neighborhood stretches away over continents and seas, and brings the reader in contact with the great educator—nature in her most diversified and wonderful forms. Turtle Creek becomes the lordly Mississippi, making its way from the melting snows on the mountains to the Eads jetties at the Gulf; the Hudson with its palisades and its highlands; the Nile with its cataracts. The miniature falls down in the meadow becomes the Yosemite, the awful Niagara. The little knolls and hills of the neighborhood becomes the sublime panorama of peak and pass, spur and canyon, guarded by Pike's Peak, the sentinel of the Rockies. The corn and wheat and oats are earnest of a bewildering variety of tropical and temperate productions. Through these books the reader is enabled to clasp hands across the continents and down the centuries, to annihilate space; to make the knowledge of the race his.

Through the reading of history and biography the common-place and every day occurrences are replaced by grand achievements of peace and war; by the deathless deeds of a Cæsar, a Cromwell, a Wilberforce. The gossip of the neighborhood becomes the annals of empires, statesmen and warriors.

But I said that these children come in contact not only with nature, but with man. With what man? With the men of the neighborhood—with Farmer Simpson and "Squire Hawkins," model men of their kind and performing well their part. Each with his own little round of thought and feelings and aspirations; with his conversation about corn and cattle and hogs, each important in its place.

But during the centuries past the Creator has dealt out sparingly here and there great and gifted souls whose lives are an inspiration—men and women full of lofty thoughts, high purposes and noble aspirations. These in their best moments, when standing upon the peaks of high courage and unselfish purpose, with divinity streaming through their souls, when thus upon the delectable heights they wrote, and there in their books is crystallized for all time the best thoughts and feelings that stirred these great souls in the dead centuries past. Few of these great characters lived in any one State or in any one generation, but through choice books the reader is enabled to come into spiritual contact with these characters across the continents and down the centuries. I read a book by an author who may have been dead for centuries, and my mind is enlightened and my heart kindled with the thoughts and feelings that stirred that author when he penned that page. Such is literature. It brings the reader in contact not with the commonplace of the neighborhoods but with the marvelous and diversified of the world; not with the mediocrity, but with the literary giants and inspired of all times.

Patrons of Missouri, and especially the country schools, shall the children of Missouri be denied this inestimable privilege? Through the SCHOOL JOURNAL and the institutes every

possible effort has been made to reach the teachers upon this subject. This article is written to reach the patrons through the columns of the *Globe-Democrat*. In order to secure success the teachers and the patrons must co-operate. Finally, permit me to appeal to the patrons who shall read this article not to fail to raise at least a small library fund in their district by private subscription or entertainment. What you need is co-operation—25c or 50c from every patron; \$5 or more from some who are able to give that much.

In the confident hope that this Library Day, Friday, November 27, 1891, will prove a great day for the children of Missouri, I am,

Very respectfully,
L. E. WOLFE."

The State University.

THE enrollment in the various departments of the State University so far is the largest ever known up to date. We understand it is over 600.

The increased attendance is distributed through all the departments. The *largest* increase, however, is in the college of agriculture and mechanics arts.

The school of mines at Rolla will enroll over 100 pupils. The faculty at the school of mines has been reinforced by the addition of Hon. T. L. Rubey, who is and deserves to be very popular with the teachers in all parts of the State. He is the author of the new institute law. Prof. Elmo G. Harris, Director; Prof. T. L. Rubey, Secretary, and Prof. Paul J. Wilkins, Proctor. The laboratory of the school of mines, built under the direct supervision of Prof. Waite, is one of the most complete ever constructed in this country.

THE treasury statement of money in circulation Oct. 1 disposes of any doubt as to the supply of money running short. During the month \$24,000,000,000 was added to our circulation, and we now have \$32,600,000 more money in the hands of the people than a year ago, showing that a part, at least, of the \$2,000,000,000 added wealth to the country is already in active circulation.

Let our teachers, who are to be "the informing power of the people," keep the facts, as to our financial condition, and as to our ability to maintain and extend our common schools, before the people.

These more than 400,000 teachers, when they get diligently and persistently at work, are, in reality, a great permanent "informing power."

WE think if our teachers set resolutely and kindly to work, that it will be a practical matter, and an easy one, to convince the school boards, directors or trustees and the people too, that this \$2,600,000,000 of added wealth to the country means not only more money for the people with which to pay their debts, but it means more money with which to enlarge school facilities, so as to help the people to more intelligence and more power.

ARKANSAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

S. M. MATHES, Little Rock..... Editors.
J. B. MERWIN, St. Louis

WHAT proportion of the \$2,000,000,000 added wealth to the country this year will fall to the share of the good people of Arkansas? We hope the teachers of the State will look into the matter and report to the people.

IGNORANCE, wretchedness and vice are bad instructors for the young. It is better and cheaper to provide competent, loving men and women who are pure, noble and worthy, to instruct our youth.

CAUSE and effect, means and ends, seed and fruit, sweet or bitter, cannot be severed in this world. It is good to so teach all.

ONE of the leading teachers of Cooper County, Missouri, writes as follows:

The Six-inch Premium Globe, come to hand a few days since. I like it very much, I have made not only two but several trips around the world, and the more I go the more I learn and the more I want to go. It is one of the most interesting and effective method of teaching geography I have ever seen, without exception. Our school prospects are splendid.

S. S.

To be evil is worse than to do evil.

INTELLIGENCE is a sagacity clarifying and enlarging the vision of both teacher and pupil. Nay, more, it gives the people power.

You see this Columbian Exposition matter is in the air at home and abroad.

A recent examination illustrates this:

A class in Geography—reads:
"The new world was discovered by Columbus." Visitor.—"What do you understand by that?" (No answer.) Visitor.—"What do you mean by discovered?" (No answer.) Visitor.—"Well, what do you mean by the new world?" After long pause, small boy answers—"Heaven." Visitor.—"H'm. Yes. Very well. Who discovered it?" All hands up and answer, "Columbus"!

THE bringing of parents and teachers into closer and more friendly relations is not only much to be desired but to be much advocated.

THE teacher and the parent are working for the same object, and should find opportunities for becoming acquainted with and understanding each other, in order that their efforts to educate the children may be harmonious and successful.

Colorado.

"A local habitation and a name." —SHAK.

PROF. GRAY, at the Normal Institute, held at Greeley, Colo., said:

With the globe always at hand to aid in making real and at home all people and places, plants or animals of which the children read or hear, we may be able to assist them in forming the habit of locating all points of interest referred to in their reading or in other studies.

If such a habit could be formed it would surely be worth more to the student than any array of geographical facts which may be memorized by him during the few years given to this study.

It is also said that "the topic which awakened the greatest interest, however, was the use of the globe in teaching facts of physical and political geography. Among the reasons given for using the globe with primary classes we recall the following:

The first impression which a child receives colors his conception of the facts for several years. The globe tells the truth. Maps do not.

The relative positions of continents and oceans can be seen on the globe. Maps do not show this.

Direction and relative distances and comparative size can be more easily ascertained from the globe than from the maps.

These facts from this practical and successful educator are entitled to great consideration. Colorado must share largely in the added wealth to the country. The teachers could easily ascertain what proportion of \$2,000,000,000 belongs to this young but growing State. The teachers are very much alive under the inspiring leadership of a host of the brightest men and women that adorn the teachers' profession in the United States.

What proportion of the \$2,000,000,000 added wealth to the country this year will fall to the teachers and people of Colorado? Colorado is rich, able to pay for the best in the way of education for the children.

THE teacher is the visible hand, taking the torch from him who is departing and passing it on, to him who arrives.

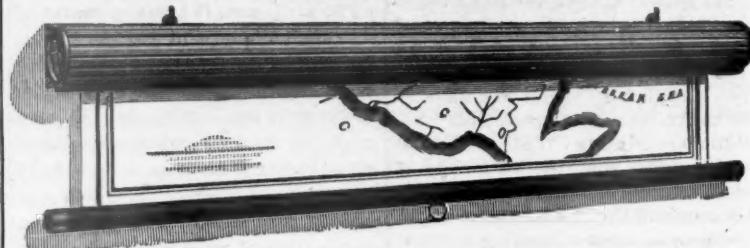
THIS intelligence kindled in our common schools goes on far shining forever.

THE use and study of a globe has a strange power of extension and the enlargement of the mind. It opens up, for us, constantly new horizons and makes history prodigal in its suggestions and revelations—the vast whole if we are large enough to comprehend it.

YES, we state facts. You must draw your own conclusions.

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Colorado College.

COLORADO College and Cuthe Academy have opened with the largest attendance in the history of that institution. The new gymnasium and "Montgomery Hall" have added much to its equipment, and its corps of instructors greatly strengthened by the addition of four new men, making a faculty of twelve in all. It has an unusually large number of students from the Eastern and Middle Western States this year.

COLORADO SPRINGS, Oct. 28, 1891.

Facts to be Considered.

"I have a notion which imports your good." —SHAK.

THE boys and girls only have a few years to prepare for the duties of life. Some of them only attend school three months, of twenty days each month, provided they go every day to school. But comparatively few are able to attend every day. If they do go every day it is only 540 hours. Is this quite enough to prepare a person for the growing and onerous duties of American citizenship? Is it? If people are not able to take care of themselves, property is taxed to take care of them. Why not then, when you can do so, "put the whole boy to school," as Prof. Woodward suggests.

The fact that "a graduate of a manual training school will learn a

trade in two years less time than a person who has not had this training, may be instanced in the following: A graduate of the St. Louis Manual Training School, one year after graduating, says: 'I have a better position now than young men who have been in the same shops for three years, and I receive more pay.' A foreman of a large system of railway shops writes: 'As an employer, I will say for several of the manual training-school boys I have working for me that they will in one year accomplish as much as the ordinary boy (who has not received the training the manual school gives) will in three. For example, I have two boys working side by side, one from the school, the other an uneducated boy; the former has been working here nine months, while the latter has been here over three years; and to-day the boy from the school will do better, cleaner, neater, quicker work by far than the other boy.'" Such facts as these must command attention and consideration.

No ONE presumes to dispute the fact stated by President Harrison in his Albany speech, that this year's crops will be worth \$1,000,000,000 more than ever before. And the added wealth from other sources swells the grand total to \$2,000,000,000.

INTELLIGENCE is a resurrection.

WILL the teachers—400,000 of them and over—become, as suggested by Prof. Carnahan of Ohio, "the informing power of the people," and so show them that, with our surplus of over \$2,000,000,000, the school terms should be made longer in *all* the States, and that the people are able to so increase the compensation of the teachers in *all* the States that we can secure and hold on to the best teachers in the country schools, where *three-fourths* of the people get all the school training they ever receive.

Divide that \$2,000,000,000 surplus by 44, the number of States, and get approximately the *added* wealth naturally accruing to your State for a year. What is the amount? When it is ascertained, why not state and restate it until the tax-payers are convinced that they are able to concede all that you ask in the education of their children.

A New Departure.

"These men may grow wiser every day."

—SHAK.

PROF. C. M. WOODWARD, a Curator of the Missouri State University; at Columbia, has some important facts to communicate on the new departure just inaugurated there in connection with the Missouri College of Agriculture and Manual Training as follows:

"To the people of Missouri:

A curator of your university, specially charged by my associates with the duty of making adequate provision for the introduction of manual training into the course of study in the college of agriculture and mechanic arts, I have spent to-day inspecting our new shop and drawing room, and the entire scheme of changes and repairs in progress in the agricultural building. When finished the building will be admirably heated, ventilated and furnished.

I found the shop in perfect order and a full section of 24 students at work under the direction of Mr. C. W. Marx and his assistant, Mr. Charles B. Rearick. Not a bench was vacant. The material and spirit were excellent. The average age of the young men was about eighteen years. Three such sections have been formed, and another will probably be formed during the coming week.

You will be interested to know that I have never seen a more convenient or better equipped wood-working shop, and that the drawing room is second to none in the State. These features are wholly new in your university, and they are now for the first time offered free to the youth of Missouri.

I desire to commend most highly the entire organization of the college of agriculture under the leadership of President Jesse and Dr. Porter. Several carefully selected teachers have been added to the faculty. I can personally vouch for the high character, education and technical skill of the young men I have named in charge of the shop work and drawing.

It is probably not as well known as it should be that students are received into the two-year manual training course directly from the district schools of the State. A thorough knowledge of arithmetic and a fair command of English should be insisted on, but a preliminary knowledge of high school studies, algebra, Latin, physics, history, etc., is not required. The grade of such students is therefore below that of ordinary

college admission, and hence a clearly defined course of study for two years has been laid down for them, which may be regarded as broadly preparatory in character.

Students completing this two years' course, may do one of these three things, according to circumstances:

1. They may return to their homes and engage in some branch of farming, or industrial life. The combination of brain-culture and hand-culture, during two years, will give them a taste for the better sort of such work, and prepare them to succeed in it.

2. They may go on into higher education in agriculture or engineering, having laid the best possible foundation for subsequent scientific and technical work.

3. They may decide finally to enter the academic, or legal, or medical departments of the university. No student, however humble, should be denied this choice, and you may rest assured that no student taking it will ever regret the two years of manual training during his years of preparation.

Of these three classes thus formed the first will undoubtedly be the largest and the third the smallest.

Provision has not yet been made for all the work of the two years nor has the work of tool-practice been incorporated into the engineering courses. That will come perhaps next term, meanwhile more shops, more tools, more drawing rooms, and more teachers will be necessary as the plan develops. We shall have occasion to utilize every available foot of room in existing buildings, and we shall need every dollar at our command for equipment and teaching force.

The Board of Curators are a unit in favor of this work as are the president and faculty. I believe I am safe in adding the State Board of Agriculture as well. If there exists among the people of the State such a hearty confidence in us as shall lead them to entrust to the university their sons and daughters, these new measures will surely be crowned with success. I say "daughters," for in due time a judicious course of drawing and laboratory work will be arranged for them.

Respectfully,

C. M. WOODWARD.
Columbia, Mo., 1891.

MISS MOLLIE E. CARRIER, of the Oakland High School, in *The Pacific School Journal*, says "a rich nation like ours can afford to pay the teachers of its children salaries fairly commensurate with their value. We have a right to expect the nation to pay us as much as it pays its dentists, its physicians, its lawyers. I think it would, if we fearlessly insisted upon it. We seem to be so afraid of touching on the salary question, as though it were given us, instead of something fairly and honestly earned."

"The great American public cannot expect us to spend our lives teaching its children, if it allows us to look forward to a life of comparative poverty. It ought to make it possible for its teachers to move in the society to which it properly belongs. There would, then, be an inducement for our brightest minds to remain with us and help us to make our profession the dominant one of the age."

We train the children, as Shakespeare says,

"For the wealth that the world masters."

CALIFORNIA must share largely in this \$2,000,000,000 of added wealth to the country this past year. Enough, we should hope, to more adequately compensate the teachers of the State, although more liberal salaries are paid there now than in any other state,

Mr. H. J. Hoover, in writing of the Boston University School of Theology in the *Central Christian Advocate*, says, that "a university in the heart of a great city has been looked on somewhat doubtfully by many. But

* * * * * think, to the splendid intellectual and spiritual advantages the location furnishes. Libraries, museums, lecture platforms, Bunker Hills, Concords and Plymouth Rocks fairly beseech the student to acquire knowledge, while contact with the poor, suffering, sin-enslaved masses, which is effected by the city missions with which the school is connected, fairly beseech the student to use it. The gospel of Christ to the masses in our large cities is the great question of our times. Any schooling that will contribute to the solution of this great question is worth more than homiletics and didactics."

The Intellectual vs. The Moral.

THE article on "A Modern Ideal" (referred to in another column) has the following paragraphs, (*The Literary Digest*, Oct. 10):

"The man behind the plow, the mechanic, the toiler with his hands, can never attain intellectual culture, if only for want of time. He can never be more than a bungler, to his own misfortune and that of others. In the twilight of his culture which he mistakes for daylight, he sees distorted images which he mistakes for realities—delusive images which deprive him of all joy and peace and working capacity.

"Happiness! Is that not the highest object in life? Education cannot confer it, nor can riches. It consists in the conscious satisfaction of conscious needs.

"The man of the people, provided his heart and character are cultivated, can be as consciously happy as the man of the highest intellectual culture: the type of his happiness can also be a worthy one.

"The tendency of popular education is simply to shatter the very foundations of the people's happiness. It robs them of their religious faith, and with it the strongest motive to moral perfection, it robs them of their sentimental ideals, creates a critical spirit of doubt, the more ruinous because of its indistinctness; and engenders a spirit of dissatisfaction which renders them half-hearted in all their pursuits.

"Let us not be misunderstood. Our argument is not: 'Leave the people as stupid as possible that they may be happy.' The satisfaction of the natural needs of the people should be our aim, not the culture of the intellect. We want to develop the moral, not the thinking man, to cultivate the soul rather than the intellect.

"But the storm is gathering fast, and whatever is to be done to remedy the existing order must be done quickly."

In these paragraphs there is a curious mixture of truth and error. The average hand-worker may, as a rule,

exhaust his energies from day to day in actual harrowing and hammering. And yet many a hand-worker finds time to read enough to acquire great clearness and vigor of thought. His very work, in fact (except as a mere factory hand) demands a good deal of strong thinking. It will be found, further, that the hard-headed hand-worker generally chooses very solid books. And if most are content to do the work at hand, without much troubling themselves concerning anything beyond, is that not true even of most "professional" men? How many lawyers, physicians, ministers, teachers, are real students? Think of the Jacob Boehmes and the Elihu Burritts and then say that the hand-worker "can never be more than a bungler!"

Increase facilities for education and reduce the hours of labor and see what the hand-worker will do! This is the true significance of all our inventions, of all our machinery—not that a few men may become money-kings, but that every man may have leisure to become fully acquainted with and cultivate the true friendship with himself. For his *true self* includes the whole world of rational forces, physical, intellectual, and moral. And when he has come to rightly know this he will be verily a man and not a slave.

Hence, instead of saying, "We want to develop the moral, not the thinking man," we would urge with all earnestness that what we want is: To develop the moral and the thinking man, to cultivate the whole man as at once a power-to-know, a power-to-feel and a power-to-do. It is only as an intelligent soul, that a man is truly a soul.

And as for the storm so confidently prophesied—we in America have for a hundred years been engaged in averting it, and are still, with increasing energy, providing against calamitous anarchy by developing all those organic relations which go to make up a vitally unified, harmonious human world.

The ideal is infinitely complex. Its realization is therefore exceedingly slow. But, however slowly and awkwardly, we at least are yet "struggling and stumbling toward wisdom and virtue."

A Syllogism.

TEACHER (to the class). "What is a syllogism?"

Pupil. "The logical form of every argument, consisting of three propositions, namely, a major and minor premise and a corollary."

T. "Give an example."

P. "Pure blood is the secret of beauty."

Ayer's Sarsaparilla makes pure blood; therefore,

Ayer's Sarsaparilla makes the secret of beauty."

T. "Correct, both logically and medically."

THE thinking man is the unconscious plagiarist of the acting man.

TEXAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

W. S. SUTTON, Houston, Texas.... J. B. MERWIN, St. Louis..... Editors.

OUR premiums sent *free*, postpaid with the *American Journal of Education*, are a new six-inch Globe with the "game" of *Two Trips Round the World*—and a new political historical commercial map of the United States—just the things needed by *every* teacher in *every school* in the United States, by *every* "Farmers' Alliance," by *every* reading circle, and by *every* person who means to *keep up* and *keep posted* in "current events." Write for circulars, enclosing stamps for sample copies and terms.

A PAPER mill at Bonham, Texas, produces *twelve tons* of pulp per day from cotton seed hulls that used to be wasted. The capacity of the mill is to be enlarged.

INTELLIGENCE re-creates a man, clothes him with new power and with a higher sense of justice. We more than save the cost of the schools in the reduction of expenses for criminals. The schools gives us men and citizens; crime gives us criminals and imbecility.

If there is any one thing more horrible than to see persons pining away for want of bread in this land, it is to see the mind starve for want of enlightenment.

WE may expect anything and everything good from this mysterious power of intelligence communicated to the people by our school instructors. What does it mean when we say "*all can read*."

OUR new civilization which instructs and so saves the people, is the result of nineteen centuries of effort to wrest power from the few and confer it upon the many. It is a prodigy worth achieving.

LOVE is life. Our teachers open up a new world for the children, to be had for the taking of it.

THE teacher who works to-day to do what needs to be done is lighted on his way by the radiance of the future, and his night is even now filled with dawn.

ARE the teachers of Texas fully alive to the *fact* that their State shares very largely in the \$2,000,000,000 of added wealth to the country this year? The schools should be made better, with longer terms, and larger compensation to the men and women who train the children into a better Christian citizenship.

WHAT are the "authorities" of the N. E. A. thinking of to let these "echoes" of their proceedings escape and become public in this way?

THE ineffable dawn which lights up the mind—everything in fact—these are the present, as well as the imperishable signs of these supreme workers—the teachers of our common schools.

EDUCATORS were present from nearly every State in the Union at the meeting of the Southern Educational Association at Lookout Mountain, and with the exception of some complaint at the delay in the delivery of baggage, all seemed delighted at the care and attention given the guests by the genial manager of this magnificent hostelry, Mr. Chas. T. Wilson. "Lookout Inn" has every modern convenience that wit, wisdom, experience, invention or money can furnish to make it attractive and desirable.

Popular Schools.

"We shall acquaint him with it As needful, fitting our duty." —SHAK.

THE success or failure of the school will depend almost entirely upon the tact and intelligence of the teacher. The teacher must read, not one *county* paper and one general newspaper, but must have at hand many periodicals in order to get, not only the minutiae, but also many-sided views of events as they are placing themselves on the pages of time. Some of these events will stand out as great mile posts in history, stepping-stones in science, or creations in literature that shall make the minds of the present as well as succeeding generations who read them broader, deeper and better. We feel sure that a part of an hour so devoted *each week* will get the best out of current history, literature and science, and for such a teacher an excellent opportunity is afforded to aid and direct the child to the best in literature of the present and past.

The co-operation of parent and teacher is an absolute necessity in these times, if we would have the new methods of imparting instruction which are being advocated by our best teachers introduced in our schools with the least friction possible.

Hence the importance of these *practical suggestions* by Dr. Wm. T. Harris, the present United States Commissioner of Education.

Dr. Harris says the *first* duty of the teacher and the superintendent is to make the *school strong* in the community; therefore he should look out for the newspapers, because they have their opinions about things, and if they set the current against the good things done, it is not easy to counteract it. The next great point is, are your schools *popular* with the people? We ought to so present the Co.

work of the schools to the people that it will carry them in favor of it, that they may feel large interest in it and be proud of it.

Col. F. W. Parker says:

"Exalt the common schools by the exaltation of the teacher. Raise the teacher from the low conflict over *petty methods* and devices to the higher atmosphere of principles and laws. Our interminable squabbles over this *method* or that device would, under such teaching, vanish into thin air; our profession would be lifted where it belongs—to the head of all professions; and the army of such teachers would set God's people free."

A Course of Study.

"You would say
It hath been all in all his study." —SHAK.

THE formation of circles or clubs for the purpose of mutual assistance and encouragement in the pursuit of some course of study is a most efficient means of increasing culture, and is an incentive to intellectual effort that has been productive of the best results in the quickened activity of individuals and of communities. In no place has this method of study been productive of more evident and more wide-spread results than in St. Louis. Knowing the work that may be accomplished by such circles, and in answer to requests from different parts of the country, it has been thought best to present from time to time courses of study in various directions of effort, that might be pursued by circles and clubs, either separately or successfully. In this issue is presented a course of study in English Literature, a subject that is likely to be of the most general interest.

A thorough acquaintance with English literature can be obtained only by years of diligent study, but it is possible to acquire in a much shorter time an intelligent idea of the character and extent of the field to be cultivated, and accurate knowledge of the work of the greatest minds, together with the criteria necessary for more exhaustive research. The work of providing a suitable course of study that may be extended or restricted according to the opportunities of the special students is greatly facilitated by the existence of books especially adapted to the wants of various circles. A former principal of the St. Louis High School, Dr. H. H. Morgan, has given to the public the results of many years experience as an instructor and special student of English Literature. With the aid of the three works that he has written and compiled it is possible for individuals or circles to pursue the study more or less exhaustively under the most favorable circumstances and in the most practical and effective manner. The three books are *Representative Names in English Literature*, published by the American School Book Co.

Literary studies from the Great British Authors, published by The American School Book Co., and English and American Literature, published by Leach, Shewell & Sanborne, Boston and New York.

Chapter I of the last named work is especially valuable for its clear statement of the qualities of fine writing and its succinct presentation of the criteria for judging the merits or defects of authors. The references for the student that accompany the treatment of each author make it possible to ascertain the views of the most eminent critics with the least expenditure of time and effort.

Literary studies from the Great British Authors comprises 400 pages of characteristic selections made with excellent judgment from the works of the various writers.

Representative Names gives in brief, tabular form the name, date, class, form, representative works, and characterization of each author by eminent critics, to which are added remarks by the author whenever it is deemed desirable to call attention to any special peculiarity or achievement.

If a general knowledge of literature is desired, either for its own sake or as a preparation for more exhaustive study, each individual should carefully study Chapter I on Literature, that the essentials of fine writing and the criteria of judgment may be clearly recognized. Then, selecting as a starting point the first era, or preferably perhaps, the era in which most interest is felt, let the different names be assigned to the several members. No more than five names should be considered at any one time, and the greatest names, Chaucer, Spenser, Shakespeare, Milton should each be made the subject of at least one meeting. A member to whom a name is assigned, should read such works of the author as are accessible, should prepare to state such characteristics, merits and defects, as were discovered in the reading, and should present extracts in confirmation of the opinions expressed. The references for students should be examined if obtainable, that thus the opinions of eminent critics may be ascertained and presented. The work to be done should be distributed among the members as much as possible, both to add to the interest and to secure more thorough performance of the task. The distribution of the work should be the duty of the president or leader, or of a special committee. All the members should study the text books thoroughly.

If a single name is to be made the subject of one or more meetings, there should be a similar but more particular distribution of the tasks to be done. The several works should be assigned to different individuals to be examined and critised from different standpoints, and characteristic selections should be made and read in evidence. In like manner the References for Students should be assigned for examination and report. The study may thus be made as minute and exhaustive as seems desirable.

W. J. S. BRYAN.

To Stand Among Men.

"Too good to be
Where ill men are."

—SHAK.

THE *Pacific Educational Journal* puts this plain truth in this plain way:

"The intellectual part of our country's population will govern the ignorant part, not only in politics, but in social and business affairs as well. The laboring man is coming to know this, and, in order to have his boy stand alongside of the rich man's son, he makes great sacrifices that his child may be kept in the High School. He knows that knowledge is the only thing that will enable his boy when he becomes a man to stand among men. He knows that unless his boy secures such a training as the 'People's College' can give, he will be someone's slave. Thus it is that the High School is the laboring man's friend, and should and will be his pride, for he is coming to know that this is the institution which will level the distinction between the rich and the poor, so far as power and place are concerned."

"A Modern Ideal."

UNDER this title a writer in *Unsere Zeit* (Leipzig) for September has some wise things, along with some things not so wise, to say concerning the modern ideal called "popular education."

He admits the nobility of this ideal, but declares that "between the thought and its realization lies a great gulf called 'impossibility.'" And yet this is true of every ideal, and so much the truer as the ideal is a nobler ideal. That is to say: The richer and more comprehensive the ideal, only so much more persistent and prolonged must be the effort required for its fulfillment. The ideal of completed manhood is an infinite ideal. It is impossible that in any assignable time it should ever be perfectly fulfilled.

But so far from this being occasion of discouragement, it is rather the one absolutely secure ground for infinite hope. Suppose we could really see the limits of possible human advancement. Then, clearly, the nearer the limits the nearer the approach of absolute monotony—that is, of absolute despair.

The very supposition, in fact, bears within it irrevocable contradiction. For the really thinking being must see that in his very nature there is necessarily involved infinite possibility of improvement.

But such being must also feel with ever-increasing keenness, as well as see with ever-growing clearness, the inevitable ceaseless contradiction between the present very limited reality and the ultimate infinite ideal of his existence. The better he comes to know himself the better he comes to know himself as a contradiction.

But again education is the very process of awakening the thinking being to just this consciousness of himself as a contradiction. The primary object of education is precisely to

create discontent; to stir up in the individual an intolerable sense of discontent with himself as he is, through rendering him clearly conscious of himself as he ought to be.

And this amounts to saying that education is the process, first of all, of clarifying the individual mind so that it will be able to distinguish between worthy and unworthy ideals. It is not the cultivation of the supercilious, critical habit of mind which, from the Greek sophists onward, has always unblushingly and clamorously proclaimed itself as "enlightenment." Not that, however much the media of education may have been perverted to that end. Rather, education is what we may call the process of innerivation, of intensifying the whole mental life of the individual so that he will rejoice in the very fact that between the ideal in its *total ultimate significance* on the one hand, and such present realization as he may be able to attain, there must ever remain a fathomless gulf.

Infinite possibilities! The consciousness of these has no tendency to paralyze the human mind, but rather to stimulate it to eager, buoyant effort toward the utmost reach of fulfillment within a given time. The very insanities of the wildest speculations are but the spurious expressions of this same eagerness of mind unhappily directed into irrational channels.

Discontent of the "masses," of the "populace?" Yes! And through education? Thrice blessed be all the shining powers, we may say "yes" to this also. Discontent with the gods of the ancient world was a necessary preliminary to the worship of the God of the eternal world. Following closely upon the semi-blindness of shallow, negative "enlightenment," there is already coming the clear-eyed, deeply penetrating, positive Enlightenment which sees, feels, *knows* the God of the eternal world in every pulsation of the energy which constitutes man's actual environment.

Shallow, negative Enlightenment says: "Rob, steal, make your way! Only do it deftly, legally, and keep outside the prison." Transforming, positive enlightenment says: "Crime, though ever so skillfully legalized, is itself a prison: and a soul may easily be smothered by wealth or demonized by power."

The old gods of materialism are indeed in vogue again. The temples never shone with such splendor; the priests were never so haughty; the sacrifices were never so magnificent; the "populace" were never so impatient; envy never was so threatening.

But combination, organic union is rapidly maturing in the modern social world. "The 'populace'" are becoming aware of their essential "rights," that is, a larger and larger number of individual men are arriving at a clearly defined consciousness of the true, and truly exalted, ideal nature inherent in ever man.

Thus it is coming about that the impatience of the "populace" is more and more directed to particular abuses which can better be struck down

by the ballot than by the bullet, and thus also it is manifest that the growing impatience, thus particularized in its objects, is tempered by the patience born of the consciousness of growing power to work out the more and more clearly discerned ideal of true living.

In this, again, is discernible the real secret of the instinctive, overwhelming popular demand for education. Intellectual training, increased power of discerning the true aim and the right method of its attainment—the modern man has already become fairly well aware that this is indispensable.

But the further discovery is also developing that mere intellectual training gives no guarantee of realizing the true Ideal of Life. Men must not merely *see*, they must also *feel* the significance of the individual human life. There must be increase, not only of intellectual, but also of moral discernment.

No doubt our schools have thus far been too much restricted to the mere training of intelligence. The outcry against them in this respect is not altogether unjust. Doubtless only too many a public school may with only too much justice be called "godless." But, apart from a few conventionalities, it would be difficult to deny that scarcely less a percentage of denominational schools might, with perfect justice, be described in the same way.

The truly godly school is the one in which the pupils are brought to see and feel the real presence of Divinity, not merely as a power beyond man, but also as a vital principle unfolding in man, and constituting the very essence of his being as man.

One-sided education has no doubt had much to do, nay, chiefly to do, with the "abandonment of religion" by "the people," so far as this abandonment is a fact. On the other hand, the wider education that is gradually developing in response to the growing sense of its need—insisting, as it does, with ever-increasing emphasis, upon uprightness of character as the necessary complement of intellectual culture in the development of genuine manhood—this must bring men back to religion. "Back" to religion indeed! but with a vastly deepened sense of its validity as a necessary factor of every truly successful human life.

"Back" to religion will mean the rediscovery of religion under new conditions of the human mind. It will involve the vanishing of the old gods of materialism, the progressive realization of the divine Ideal in the lives of increasing multitudes of individual men.

And we insist upon it that the school is the flexible, vital, constantly improving instrumentality by which chiefly this is to be brought about. It is precisely by this bridge that we are to span that "great gulf [mis-called 'impossibility']" and thus progressively realize God in man.

W. M. B.

YES, the primary school imposed on all—the secondary school offered to all—brings light, joy, power.

Geography.

"Better consider what you have to do."

—SHAK.

1. Describe the State in which you live in relation to its extent, climate, soil, industries and natural products.
2. Locate the zone which has produced the highest development of mankind. Give reasons for this development.

3 Name the principal seas of the Pacific north of the equator.

4. Locate the Great Pyramids, and tell briefly their history, (construction, shape, object, age, use.)

5. Define and give example of a water-shed, delta, estuary, tributary, glacier.

6. Name the States and Territories of the United States and the countries of Europe and Asia crossed by the fortieth parallel of north latitude.

7. What is longitude, and from what meridians do we reckon it?

8. Name the three branches of the Caucasian race; the six divisions of nations comprising the most important branch.

9. Bound the county in which you live; give its county seat. How many counties has your state?

10. What can you say of the county organization, its officers and their duties; how elected?

Our New Globe Premium.

"We the Globe can compass soon."

—SHAK.

OUR New Six-Inch Globe Premium—sent free, we hope will go into every family in your school district. With a little effort it can be put into every school as well as into every family. We have already increased the average compensation of our teachers, about *twenty dollars per year*.

We want now to help increase the length of the school term. If our teachers will follow the advice given in the address of Mr. G. A. Carnahan, of Ohio, extracts of which we publish in another column, this desirable result can be accomplished. All the teachers, the older pupils and all the school officers will want and will take our "New Premium Six Inch Globe" when you call their attention to its value in the home and in the school.

We can send it by mail, postpaid, direct to you at once. You send us "the coupon order, we do the rest." When people read this JOURNAL they become interested in all the great work our teachers are doing and cheerfully and promptly provide the means to sustain, extend and perfect this work. The circulation of this JOURNAL insures these results. This has been proved and demonstrated over and over again about *one hundred and fifty thousand times*.

THAT which one teacher begins another will finish—this world in its glory and outcome is mysterious to both.

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J. B. MERWIN, St. Louis.....

OUR premiums sent *free*, postpaid, with the *American Journal of Education*, are a new six-inch Globe, with the "game" of *Two Trips Round the World*—and a new political, historical, commercial map of the United States—just the things needed by *every* teacher in *every school* in the United States, by *every* "Farmers' Alliance," by *every* reading circle, and by *every* person who means to *keep up* and *keep posted* in "current events." Write for circulars, enclosing stamps for sample copies and terms.

WHO can tell what visions this future upon future, which our teachers build give to the children? What impulses to noble endeavor and heroic conduct! Stimulation is almost creation.

INTELLIGENCE ripens instinct into intellect, and intellect into genius, and genius into helpful, royal action and radiant living.

LEARNING to read is lighting the fire, and every syllable spelled an added spark.

WHEN our teachers develop the feeling of sight, they at the same time develop the feeling of duty.

INTELLIGENCE not only opens the door of good, but it closes at the same the door of evil so that the schools are a double help and blessing to the people.

THESE teachers are not only the promoters of intelligence, but they are the renewers of the moral and intellectual life of the people. Great is their reward.

BLESSED is the teacher of the true voice or the voice of truth—the kindly, right, sweet, full tone—generous and genuine.

AH! what is it, to guide aright the steps, mental and physical, of these comers and goers.

Be Careful.

"Yestinned I not
But in mistaking." —SHAK.

PUNCTUATION should be carefully and thoroughly taught in all our schools as well as the proper dating, signing and directing of all letters. Think of a "comma" costing \$2,000,000 of money!

The Philadelphia *Press* in speaking of the significance of a "comma" says that it occurred in a tariff bill some years ago. There was a section enu-

merating what articles should be admitted *free of duty*. Among them many articles specified were "all foreign fruit-plants," &c., meaning plants imported for transplanting, propagation, or experiment.

The enrolling clerk, in copying the bill, accidentally changed the hyphen in the compound word "fruit-plants" to a comma, making it read, "all foreign fruit, plants," &c. The consequence was that for a year, until congress could remedy the blunder, all oranges, lemons, bananas, grapes, and other foreign fruit were admitted free of duty. This little mistake cost the government about \$2,000,000.

WHEN ignorance is changed into dullness, it comes to resemble intellect changed into despair, and that is the end of hope, even. This we ought everywhere to prevent by the spread of intelligence.

Kansas.

"Gives to every power a double power." —SHAK.

THE Atchison *Champion* corrects our figures as to the added wealth of Kansas. The *Champion*, by carefully collected data, shows that of the \$2,000,000,000 surplus Kansas will run up her grand total to \$200,000,000 for the farm products of 1891. Now the teachers will, we hope, in this State, as in Ohio and other States, become the "informing power of the people" in regard to this vast added wealth to the State. This showing for Kansas will not only help the people, but it will help the

SCHOOL INTERESTS

largely of the Sunflower State. These faithful, efficient teachers employed are, for the most part, the promising sons and daughters of the local taxpayers, and they are only paying their own people what they earn, and what is justly due them.

Certainly the compensation of every teacher in the State of Kansas ought to be materially increased now that they have added to their wealth over *two hundred millions* of dollars in a single year.

WELL done! It is said that the highest percentage in the Union is that of Kansas, which is 27.89, or very nearly 30 per cent. of its total population enrolled for school attendance. The total percentage for the entire Union is 20.22.

A remarkable fact is the falling off of school enrollment in the older States of the North and East in the last decade. Every State of New England and all the North Atlantic group down to and including Pennsylvania have lost in that time an aggregate of 2.76 per cent. The northern central group of the Western States has lost 1.20 per cent. The South Atlantic group gained 3.46 per cent.; the Southern Central group

gained 5.93 per cent., while the Western group of Rocky Mountains and Pacific States barely held its own. The progress of the entire South toward educational development is remarkable, the only obstacle in the way being the lack of money.

Ohio.

"Of thy deep duty more impression show." —SHAK.

DO all the teachers in Ohio fully realize the import and importance of the address of Mr. G. A. Carnahan, of Cincinnati, before the State Teachers Association? Did they all hear it? Have they all read it as published and are they acting upon it?

Prof. Carnahan said: "The improvement of our system of public instruction must come from the *teachers*. It must originate with them and be carried on by them to its consummation.

It can come from no other source.

The teacher is the *informing power* that impels educational progress in every forward step of civilization.

The advancement in education that is now so apparent in many quarters, especially in New York, Massachusetts, Iowa, Kansas, etc., is mainly due to the intelligent, active, wide-awake, progressive teachers in those States."

This is emphatically true not only in the States mentioned but in all the other States. The "teachers" are the

"informing power." The teachers of Ohio are able or ought to be to do this "informing" work in a quiet and modest but effective way. Ohio is rich.

The teachers of this great State must rejoice in and share also in this vast increase of wealth. At least *two hundred millions* would be probably less than her proportion of the \$2,000,000,000 total *increase* in the United States. Certainly the teachers of Ohio and the schools of the State, if the suggestions of Mr. G. A. Carnahan are heeded, will share largely in the division of this enormous increase in the increased compensation of the teaching force and in longer school terms in every school district in the State. This will give the people knowledge and power to administer on this dividend. *Two hundred millions* of added wealth in a year to this State means a great deal of money for the people.

Burlington Route.

EVERYBODY SHOULD KNOW

That the Burlington Route is the only line running two solid through trains, daily, to Kansas City, St. Joseph and Denver. Daily trains are also run between St. Louis, St. Paul and Minneapolis. For the winter season reduced round trip rates are made to points in California, Oregon, Arizona, Utah, Wyoming, South Dakota, Montana, New Mexico and Texas. For tickets and information apply to the Burlington Route City Ticket Office, 218 North Broadway.

YES we cry, "Come from the four winds, O breath, and breathe upon these [teachers] that they may live."

TOOLS TO WORK WITH.

Will School Officers as well as Teachers

Please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of *twenty or thirty* more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty or thirty times as much work* in all branches of study with these helps as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

BLACK BOARDS, all around the Room,

A Set of Outline Maps,

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A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &c., &c.

Blackboards of slated paper that you can hang up for the children at home, or *blackboards* put on to every square inch of surface in the school room are cheap and of great value for drawing and for illustrating the lesson. The *best* surface, that which has been tested for years, never failing to give *entire satisfaction*, is the *HOLBROOK* Liquid Slating.

Hon. S. R. THOMPSON, late State Supt. of Public Instruction of NEBRASKA, writes as follows: "The *Slated Paper* ordered for blackboards came promptly to hand. It is admirably adapted for the purpose—in fact it is all that can be desired—for a *BLACK BOARD*.

Prof. A. B. CRUMP, of Pine Bluff, Arkansas, in a recent letter says: "I bought of you last year, slated paper for Blackboards, and found it to be just as you recommended it. Please fill the following order, etc. I could not do my work without plenty of

Blackboards,

and your slated paper exactly and fully fills the bill."

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Lack of Money.

"They say if money go before, All ways do lie open."

—SHAK.

THE New Orleans *Picayune* says:

The United States Census Bureau has just issued an extra bulletin on education, giving the proportion of the enrolled school children in each State to the population.

From the returns therein furnished we extract the statement that of all the States of the Union in proportion to total population, Louisiana has the smallest percentage of enrolled school children, which is 11.12 per cent., a very small fraction over 11 per cent. The figures in detail are: Total population, 1,118,587; total public school enrollment, 124,370. Compared

with the other Gulf States Louisiana is cast completely in the shade, the percentage in Alabama being 20.02; Mississippi, 27.19; Texas, 21.31. In Arkansas the per cent. of enrolled school children is 19.77, while of the South Atlantic States Virginia has 20.67; North Carolina, 20.14; South Carolina, 17.67; Georgia, 18.64; Florida, 23.30.

WHAT proportion of the \$2,000,000,000 of added wealth to the country the past year will the State of Louisiana secure to expend on the schools and for the benefit of the teachers.

Louisiana does not need to strike palms with the disreputable and unlawful lottery scheme to raise money to sustain the schools. In other words, the State does not need to criminate the whole population and 'do evil that good may come.'

IT would seem from the "echoes" we get from the late meeting of the N. E. A. that after a while its management will pass out of the hands of the small and the inane—those who like too little better than too much. It is quite time that a move was made in this direction.

YES, let us as critics and school officers of not large mental stature, before the possible of which no one knows the limit, be modest and just, at least let us not degrade by false judgment these great workers of the world.

To act with discretion requires the union of more difficult qualities than are required to talk brilliantly.

THIS means mere money for the schools and the teachers too, all through the South. Let the teachers re-state the facts in regard to the added wealth of the country this year of over \$2,000,000,000. The *Daily Picayune*, New Orleans, says: "The total movement of cotton last week was the largest for any single week in the history of the trade, the amount during the seven days being 499,851 bales, against 385,197 during the same week last season, a gain of 30 per cent."

A Form of Organization.

"Determine on some course." —SHAK.

WE have numerous applications from many States from the teachers for a "form of organization" for reading circles and literary clubs for the study of English Literature. We advise all such to write to the Secretary of "The Chautauqua Circle," Buffalo, N. Y. There are a very large number, however, who are not able to take this course, but who still wish to commence and to carry forward a simpler and easier course. For the benefit of all such we commend the following "form." Blanks to be filled in or the form to be changed to suit the localities where it may be adopted:

PREAMBLE.

We, the undersigned, do hereby associate and form a society for the promotion of the study and appreciation of by such collections as may aid this purpose, and by the encouragement of such essays, discussions and lectures as may promise to prove beneficial.

ARTICLE I.

SECTION 1. The officers shall consist of a President, Vice-President, a Secretary and Treasurer, who, together with others, elected by the society, shall constitute a Board of Managers.

SEC. 2. These officers shall be elected by the society at its first meeting in each year, or as soon thereafter as may be.

SEC. 3. It shall be the duty of the President to preside at all meetings of the society, to maintain order, and to sign all warrants drawn upon the Treasurer in accordance with resolutions passed by the society or by its Board of Managers.

SEC. 4. It shall be the duty of the Secretary to keep a record of the society and of the Board of Managers, collect as Treasurer all dues to the society, and to disburse the funds upon warrants drawn as stated in sec. 3.

ARTICLE II.

SECTION 1. The regular meetings of the society shall be held on at such hour and place as shall be fixed by the society or by its Board of Managers.

SEC. 2. Special meetings may be called at any time by the Board of Managers, the business to be transacted being stated in the call.

SEC. 3. A quorum for the transaction of business shall consist of members.

ARTICLE III.

The Board of Managers shall arrange a programme of exercises for the year, and the Secretary shall announce the same to the society.

ARTICLE IV.

This constitution may be amended at any regular meeting by a majority vote of those present, provided the number present is not less than

EVERY one interested in University Extension should, without fail, see from month to month the new "Monthly Journal devoted to the interests of Popular Education," under the leading title: "University Extension." It is published for "the American Society for the Extension of University Teaching," at Philadelphia, by J. Hazeltine Shinn.

No 36 Vol. 1 contains a paper by President Johnston, of Tulane University, on "University Extension in the South;" one by Edward T. Devine, on "The Influence of University Extension on the Universities;" and another by Willis Boughton on "The Unit Course." Besides these special papers there is the "Oxford Annual Report" and a number of interesting notes.

The papers are all of decided significance to those who would form an intelligent judgment as to the purpose and plan of this relatively new and certainly very hopeful movement in the interests of popular education.

Especially ought all persons directly connected with universities as they now exist to read the second paper mentioned. It can scarcely be doubted that from no other movement yet set on foot can so much be reasonably expected by way of direct "extension" of the actual attendance at the Universities themselves.

We heartily commend this new magazine to every reader of the AMERICAN JOURNAL OF EDUCATION.

NEW YORK CITY is in a quandary to know what to do with her children. One of the public schools has been closed because the building was held to be unsafe, and no provision was made for the 1,200 pupils of the school, and in addition to that it is brought to the notice of the Board of Education that over 20,000 children had been refused admission to the schools because there was no room for them. Reason: "Lack of money."

GOOD NEWS FOR THE MILLIONS OF CONSUMERS OF Tutt's Pills.

It gives Dr. Tutt pleasure to announce that he is now putting up a TINY LIVER PILL which is of exceedingly small size, yet retaining all the virtues of the larger ones. They are guaranteed purely vegetable. Both sizes of these pills are still issued. The exact size of TUTT'S TINY LIVER PILLS is shown in the border of this ad.

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Kentucky.



PROF. JOHN JAY DICKEY.

"With a piece of Scripture
Tell them that God bids us do good for evil."
—SHAK.

HERE is a friend and a brother—a man of faith, backed by "works." Seed sown has already ripened for the harvest, and that harvest of souls, intelligent, enlightened, illuminated, with a light more than shines on sea or land, casts a far-reaching radiance over on to the other shore. Such workers are among the uncrowned kings here, but not so beyond.

Prof. Dickey was born in Fleming county, Ky., May 7, 1842. His paternal ancestors, of Scotch-Irish stock, (good stock that; wish we had more of it.—Ed.), settled in Fayette and Woodford counties, Ky. His grandfather inherited lands in Fleming county, and removed to them prior to the war of 1812. He was a volunteer soldier during that war.

Prof. Dickey's father died on the 6th of May, 1849, leaving the boy of seven years to be reared and educated by his mother; but her piety, her strong personality, her superior business ability fitted her for the task, and she brought up the seven children left to her, and bequeathed to them—not titles and gold, indeed, but a heritage of precept and example of far

more worth. The subject of this sketch enjoyed the advantage of country school in winter—working during the remainder of the year upon the farm. His father had left a *good library*—a precious legacy—to which his older brothers and sisters made valuable additions, and these books he read, from early boyhood, with great avidity.

The Civil War interfered with his education—his mother feeling that she could not carry on her business in a troublous time without his oversight and assistance; but in March, 1866, he entered the preparatory department of the Ohio Wesleyan University; but in the following spring his health gave way from too close confinement and hard study, and he was not able to return to school. The trustees of Elizaville Academy, in his native village, asked him to take charge of that institution, which, once a flourishing school, had been almost wrecked by careless and incompetent teachers. He agreed to teach four months, hoping that in that time he should be able to resume his studies in the University; but at the close of the term the school had grown to such proportions that the trustees were unwilling to have him give it up. His sister was already assisting him, and, yielding to solicitations, they continued there two years. He then entered the Kentucky Wesleyan College instead of returning to the Ohio school, and graduated in 1878, with the degree of Bachelor of Arts.

The next three years he taught in the Carlisle (Ky.) Academy.

He had taken his course at the Wesleyan College with a view to the ministry, but his success as a teacher had been so marked that many of his friends thought he ought to devote his life to that, and urged him to continue. He could not reconcile his conscience to that course, however, and in 1876 he joined the Kentucky Conference of the M. E. Church, South.

While pastor of the Methodist Church in Georgetown, and before he had finished his fourth year in this work, his nervous system gave way, and for two years he was unable to perform either mental or physical labor.

In 1882 Prof. Dickey started into the mountains of Eastern Kentucky, partly for health, and partly to interest the young people in schools. Mr. A. G. P. Dodge, of New York City, in connection with some Kentucky gentlemen, had projected the Kentucky Union Railroad, which is now completed from Lexington. Mr. Dodge proposed to give board and tuition for three years to twenty-five young men of Breathitt county in a school at Jackson, provided the people of the county would erect a school building and provide boarding facilities. This offer was made through Prof. Dickey, and on condition that he would remain at Jackson and carry out the enterprise. He accepted the trust, looking upon the proposition of Mr. Dodge as the call of God to this work, and in this faith he undertook it. The results justify his conclusion.

[Continued on page 13.]

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THE Commissioner of Education in his annual report says that there were enrolled in 1889-90 in the public schools of the United States, of elementary and secondary grades 12,686,973 pupils, as against 9,876,505 in 1880.

The average daily attendance of pupils on each school day in 1890 was 8,144,938. The whole number of public school teachers in the past year was, males, 125,602; females, 258,333.

The total amount expended during the past fiscal year for school purposes was \$140,277,484, as against \$63,396,666 in 1870, and \$78,094,687 in 1880. Expenditure per capita of population in 1880 was \$1.56, while in 1890 it was \$2.24.

The whole number of public school teachers, 353,935, and the private school teachers would run the number up to considerably over 400,000 teachers in the United States.

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How came you by your methods? Probably in the first place by imitation, conscious or unconscious, of the methods of some favorite teacher. If you have had the opportunity of visiting schools, you have caught many a clew from the work of one or another teacher whose individuality is akin to your own.

But your best methods must spring from your own personality. And this you can best become aware of, first by direct observation of actual work on the part of experienced teachers; secondly, by conversation with educational people; thirdly, by reading books on methods.

Meanwhile in every case you must be wary of adopting too readily the methods of others. Let observed methods, let suggested methods be in every case rather a *suggestion* than a model for you in your work. What is done by imitation is of necessity done mechanically. And in teaching, above every other kind of work, that means poorly done.

Think out the subject you are teaching, and while you are teaching keep yourself in what may be called a *sensitive state* as toward your pupils. The peculiarities of their minds will constantly suggest to you what illustrations to use.

Your chief secret is to secure their interests, not in *you*, but in the subject you are teaching. You can never think too much of yourself, but you can easily think too much about yourself, and about what others may think of you. Forget yourself in your work. Devote yourself to that. Have a genuine interest in that, and you will grow with a desire to have your pu-

pils see in the theme the beauties it presents to you.

Read through your subject, around your subject, beyond your subject, and your subject will be full of living charm to you and to your classes. You will have forgotten about methods in the spontaneous use of methods, which for you are better than any that could be offered you by the best teachers in all the world.

The teacher who has a well-cultivated mind and a thoroughly honest heart, is his own best method. Spend as little time as possible out of school hours in mere routine school work. Spend as much time as possible in learning the central, organic aspects of truth. Keep your mind fresh by such perpetual sun-baths, and you will never lack for methods.

W. M. B.

[Continued from page 12]

For eight years he conducted a school in the town, and the influence of the school upon the character of Breathitt county has demonstrated that Christian education is the remedy for lawlessness in Eastern Kentucky, as well as in all other places.

For the past year Prof. Dickey has been editing and publishing the *Jackson Hustler*. The paper under his management has been enlarged and improved, and now has a wide circulation. It is one of the most helpful as well as one of the best local papers in the State.

The educational needs of the mountain section in this and other States are many and peculiar. No man better understands the mountain character, and no one has a warmer heart for these much misunderstood and often maligned people than Professor Dickey. It has been said of him that he went to Breathitt with a spelling-book in one hand and a Bible in the other, when the county was on the pauper list at the State capital; when lawlessness prevailed; when churches and school-houses were few and apparently of little consequence. Today these buildings that mark a community's character and its progressive spirit abound; the county is paying a surplus into the State treasury; the people are law-abiding and prosperous, and it is clear to all who study the influences that affect men that the work of the preacher and the teacher in the mountain village has been powerful and far-reaching in its effect.

Captain Thompson, in selecting his associates in the responsibilities of the State Superintendency, felt his need of a man from this locality and a man of this kind, and nominated for one of the places Professor Dickey, to whose credit it ought to be said that it was wholly unexpected to him and his friends.

Kentucky, too, must share largely by all this good work done in the \$1,000,000,000 of added wealth to the forty-four States of the Union. Her teachers need and deserve better compensation, and steps are being taken to secure this.

New Books.

The Branch House of G. P. Putnam's Sons in London has been removed from King William Street to No. 24 Bedford Street, Strand. Their new store is opposite to the Macmillans, and will give much more commodious quarters for the several divisions of their London business. These divisions comprise: First, the publication in Great Britain of their own standard publications; American and English. Second, the publication of English editions of other American publications similar in general character to their own; (among the latter they have, for instance, recently issued Adams' "History of the United States," Schurz's "Essay on Lincoln," etc.); third, the sale in Great Britain of miscellaneous American publications; and fourth, the purchase of English and Continental stock for the retail and library business of their New York House. They report an increasing interest on the part of English readers in American literature, and a growing demand for American books.

One of the most unique and satisfying things in the way of supplementary reading for pupils in fifth to sixth, or even eighth, grades is a book entitled "Glimpses at the Plant World," by Mrs. Fanny D. Bergen, of Cambridge, Mass., published by Lee & Shepard.

In a series of essays and familiar talks, made very attractive to young children, and yet thoroughly interesting to those of older growth, she puts before us the many curious facts which even young children may be led to observe about plants from the lowest to the higher orders of life, thus provoking first an interest on the part of the reader as in an entertaining story, secondly, a curiosity which will naturally lead to habits of observation and study, and furnishing subject matter for many valuable object lessons. It cannot but be welcome to teachers.

The November number of the *New England Magazine* should appeal strongly to Southern readers, for it contains three fine articles on subjects drawn from the South. One is, "John Howard Payne's Southern Sweetheart," by Laura Speer, a connection of the lady, Miss Mary Harden, then there is an account of the city of Atlanta, while the third is a philosophical review of the causes of the outcome of the war.

George Leonard Chaney tells how Atlanta, Ga., is rapidly becoming a large centre of industrial and railroad enterprises in the November *New England Magazine*. The article is finely illustrated, and should interest Northern folk with superfluous dollars and Southerners with the good of their country at heart.

As the time approaches for the World's Fair, greater interest is being felt in the marvellous City of the Lakes. The *Cosmopolitan Magazine* has devoted 29 pages of the November number to a most interesting and exhaustive article upon Chicago from the pen of the famous novelist, Col. Charles King. Count Jacassy, who spent some time on the ground for that purpose, and Harry Fenn, have illustrated the most charming features of the city by twenty-eight sketches.

In the November *Forum* Miss Anne J. Clough, Principal of Newham College for Women, Cambridge, England, will have an article explaining university work done by women in England.

Gen. H. V. Boynton, the well-known Washington correspondent, has written an article on "The Press and Public Men," which will appear in the October *Century*.

Entertainment always contains a list of suggestions for church and home entertainments, games, recitations and songs.

"The School of Church Work" and "The Sunday School Blackboard" are both important features of this magazine, and call for special mention as being of decided value and interest to all Church and Sunday School workers.

Published by the Entertainment Bureau, Council Bluffs, Iowa. \$1.00 a year.

The Mid-September number of *The Literary World*, E. H. Haines & Co., Boston, Publishers; N. P. Gilman, Editor, is specially enticing. Valuable estimates are given of such important works as Prof. Dyer's "The Gods of Greece;" Father Bridgett's "Sir Thomas More;" the new work on "The Study of Language" (based on Prof. Paul's *Principien der Sprachgeschichte*) under the joint authorship of Profs. Strong, M.A., LL.D., of Liverpool; Logeman, L.H.C., of Cheshire; and Wheeler, of Cornell University; and Palgrave's "Dictionary of Political Economy." Besides these, information, more or less

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A. D. May's article on "The Woman's Movement in the South" in the October *New England Magazine*, will be widely read North and South by thousands of women who are endeavoring to gain a livelihood. Mr. Mayo has spent several years in the South in a large pastorate, and knows whereof he speaks. His articles on the South in the *Forum* attracted a great deal of attention.

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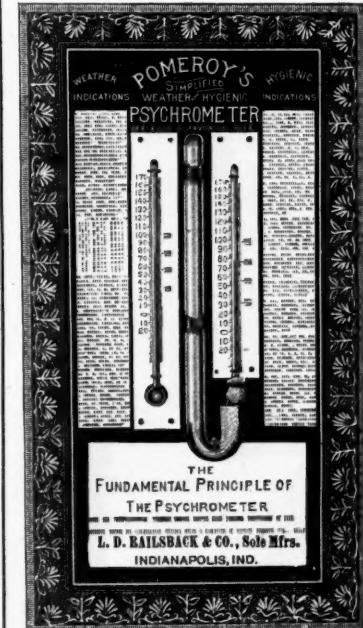
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